

HOW TO HELP YOUR CHILD BECOME
A SUCCESSFUL READER

A Handbook for Parents of Children
in Kindergarten through Grade 5

MASTER'S PROJECT

Submitted to the School of Education,
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Susan Goellrich

Janet Rosenthal

School of Education

University of Dayton

Dayton, Ohio

April 1996

Approved by:

Official Advisor

ACKNOWLEDGMENTS

We would like to thank Dr. Calvin Dill from the University of Dayton for his guidance during the writing of this thesis.

We would also like to thank all of the other faculty members that have guided us along the way.

DEDICATION

This handbook is dedicated to our husbands, Tom and Ray, and our children, Donnetta, Nate, Greta, Kim, Chris and Buneka. They have shown great patience and have supported us through the completion of our master's degree. We thank God for giving us such wonderful families.

VITAS
Susan Goellrich

August 9, 1962..... Born: Redlands, California
1980..... Graduated, Pacific High School,
San Bernardino, California
1984..... Bachelor of Arts, California Lutheran
University, Thousand Oaks, California
1984-1986..... Teacher, Good Shephard Lutheran
School, Simi Valley, California
1986-present..... Teacher, Columbus Public Schools,
Columbus, Ohio

Janet Rosenthal

April 23, 1940..... Born: Toledo, Ohio
1958..... Graduated, Sidney High School,
Sidney, Ohio
1962..... Bachelor of Science, Capital University,
Columbus, Ohio
1962-1964..... Teacher, Columbus Public Schools,
Columbus, Ohio
1964-1965..... Teacher, Massillon City Schools,
Massillon, Ohio
1973-1981..... Teacher, Liberty Local Schools,
Youngstown, Ohio
1982-present..... Teacher, South-Western City Schools,
Columbus, Ohio

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	iii
DEDICATION.....	iv
VITA.....	v
CHAPTER:	
I. INTRODUCTION.....	1
Need Statement.....	2
Problem Statement.....	3
Definition of Terms.....	4
II. REVIEW OF RELATED LITERATURE	5
Parental Involvement and Interest.....	5
Parental Reluctance.....	7
School-Home Communication.....	9
III. METHODOLOGY.....	11
Population and Sample.....	11
Design.....	11
Instrumentation.....	11
Format.....	12
IV. HANDBOOK FOR PARENTS.....	13
Chapter 1 - Introduction.....	14
Introduction to Parent Involvement.....	15
Chapter 2.....	16
Parent and Child Activities.....	16

Chapter 3.....	20
Bibliography	
Primary- Grades K-2.....	20
Intermediate- Grades 3-5.....	26

BIBLIOGRAPHY.....	38
-------------------	----

CHAPTER I

INTRODUCTION

How to increase parent involvement is an ongoing issue as teachers strive to expand student's reading knowledge and interest. There is no doubt that parents play a critical role in the development of their child's reading success and habits. In Becoming A Nation of Readers (1985), the Commission on Reading states:

Parents play roles of inestimable importance in laying the foundation for learning to read (p. 57).

Parents have an obligation to support their children's continued growth as readers (p. 57).

Smith (1988) reported that parents' interest in what children were reading and how they were responding was crucial for children's reading success (p. 68).

In the article "Toward Effective Family Literacy Programs"(Padak, Rasinski, and Dawson , 1992), the authors state that their research tells them that families play an important role in literacy development (p. 5).

In a review of research related to parental involvement in education Anne Henderson (1988) reported evidence clearly indicating that involving parents in students' education can lead to impressive gains in achievement (p. 84).

Educators recognize that reading education succeeds when teachers and parents work in tandem. This collaborative interaction means that teachers must share responsibility with parents. Accepting and working with parents and sharing the same goals and aspirations for children is a necessary first step in helping youngsters achieve reading competence. (Fredericks, Rasinski, 1990, p. 692).

NEED STATEMENT

Literature reflects that parental involvement is one of the most important elements of a child's reading success.

Parents are our best allies in supporting the overall goals of the elementary reading program. Research clearly indicates that parents' involvement with children's reading development is a prominent factor in promoting children's academic success. (Wepner, Caccavale, 1991, p. 228).

Daily facing the challenge of motivating children in classrooms, there exists the need of creating a stronger and more positive parent/school relationship in the area of reading.

.....if we cannot effectively communicate with parents and other community members our knowledge and strategies will go nowhere. Nothing productive will result (Maring, Magelky, 1990, p. 606).

PROBLEM STATEMENT

Lack of parental involvement is an increasing problem in today's society. Teachers are constantly looking for ways to have parents increase their responsibility for their children's education. In the article "Toward Effective Family Literacy Programs" it states:

Despite this emerging sense of the importance of family literacy, it remains, in most families across the nation, little more than another "good idea." Most parents, for a variety of reasons, do not engage in literacy activities and events with their children (Padak, Rasinski, Dawson, 1992, p. 5).

In this handbook we will address the following :

1. Suggestions for increasing parental involvement in reading.
2. The effect of parents' interest in reading upon children's subsequent interest.
3. Suggestions for reading together (parent/child) to increase family unity and literacy.

DEFINITION OF TERMS

Family literacy is the reading and writing that occurs within the family setting, that usually involves at least one parent (or other adult) and one child at the same time, and that promotes literacy knowledge and enjoyment for the child, the parent, or both (Padak, Rasinski, Dawson, 1992, p. 5).

Read-aloud is a shared literary event which creates a social bond as well as making reading enjoyable and meaningful (Weaver , 1994, p. 97).

Reluctant is a feeling of not wanting to do something, unwillingness (Webster, p. 1229).

Parental involvement is making parents active partners in their child's academic program (Fredericks, Rasinski, 1990, p. 692).

Emergent reader is a child entering a stage in which he expects to learn to read. The child will behave like a reader (Cutting p. 15).

Literature is any kind of printed material (The Random House Dictionary, 1980 p. 514). Through it we learn what is possible in human experience and imagination (Chenfeld, 1978, p. 211).

Developmentally appropriate includes active learning, experience based, and integrated instruction which focuses on the taking of children where they are and moving forward with realistic but challenging expectations (Jenkins et al).

CHAPTER II

REVIEW OF RELATED LITERATURE

Parental Involvement and Interest

Much has been written concerning the importance of parental involvement in the development of children's interest in reading and their subsequent success. In this project we will focus on the importance of parental involvement and the means through which parents can be involved.

Research in the United Kingdom has shown that whether or not parents hear their children read at home is the major factor in children's reading progress (Topping, 1987).

One of the easiest ways to become involved is to model reading interest for children. Those children who visually have a picture of their parents reading, realize the importance of reading and show a greater desire to learn to read.

From the article "Involving Parents in Reading Development," Carl Smith asserts:

Parents cannot avoid being the center of the early education of their children. As a matter of fact they create the early image about learning that will shape the child's attitude for many years into the future. If a young child sees a parent reading regularly, for example, then reading to learn becomes important to the child because the most important person in the world reads (Miller, 1986). That image is imprinted in the

child's brain. Those early images about how to approach learning keep whispering in the child's ear as he or she works in preschool and kindergarten (Smith, 1990, p. 332).

Smith (1988, p. 68) states that:

Parents, it would appear, build images in the minds of their children. The parents become a visual model for their children to imitate.

Even more to the point, Cousert (1978) found that the most powerful influence on children's success in elementary school was the amount of time they saw their parents reading. Whether parents were reading a newspaper or magazine, whether they were reading a book or searching for information, the frequency of the image was even more influential than reading aloud to children. Those early and continuing impressions seem to create a reading model for children comparable to the videotape model for athletes.

There has been much research done in the past 20 years to draw our attention to the great potential that families have in increasing the development of literacy within their children.

The simple practice of parents reading to their children, for example, has been associated with children who learn to read before going to school and children in school who read at a level above established norms. Parents reading with their children or listening to their children read has also been found to have a positive effect on children's reading (Padak, Rasinski, Dawson, 1992, p. 5).

Wepner and Caccavale in "Project CAPER (Children And Parents Enjoy Readng): A Case Study" use the Demos (1987) study :

When parents frequently read "just for the fun of it," children view reading as a valued, recreational home activity. When parents transmit the view that reading is vital to one's development, children carry these values into school (p.228).

Again emphasizing the importance of the parental modeling:

It is not enough for parents to read *to* children: parents must read *with* children, so that an image is formed that parents enjoy reading (Wepner, Caccavale, 1991,p. 229).

Parental Reluctance

In our present day society, having the time to devote to children and their reading becomes a major concern. With both parents working, many single parent households, non-traditional work schedules, and children spending long hours at day-care facilities, family time becomes a precious commodity.

Some parents do not become involved due to fear of doing the wrong thing and believing that it is the sole responsibility of the school to motivate and educate their child.

In some cases, parents may feel too burdened by other responsibilities or may not know what to do to promote literacy within their families. In other cases, parents may fear that they will cause more harm than good or that they will tread on the school's "turf" when they engage in literacy activities with their children. In still other cases, the activities advocated may be short-term in duration or not-so-well connected to larger purposes or goals that parents can understand (Padak, Rasinski, Dawson, 1992, p. 5).

Many parents do not realize the great impact their own reading or lack of reading may have upon their child.

Until parents appreciate their personal influence on the education of their children, simply listing instructional practices will do little to expand parental involvement. We can accept as a truism that parents want their children to succeed. If they fail to help their children develop good reading habits, therefore, it may indicate that they are not convinced that their personal efforts make much of a difference with their children (Smith, 1990, p. 332.)

There are parents who are eager to be actively involved in their child's educational development. They are always looking for activities to enhance their child's reading program. With so many materials available, they are overwhelmed and have difficulty determining what is developmentally appropriate.

.....even highly motivated parents may feel overloaded with the variety of literacy activities from which they can choose (Fredericks, Rasinski, 1988, p. 508.)

Smith, in the article "The Expanding Role of Parents" states:

Some parents may know instinctively how to encourage their children to read, and some may have learned how to stay actively involved with their children's reading growth in order to promote intellectual development. Most parents, however, probably need the direction and the encouragement of the school in order to know what to do (p. 68).

School-Home Communication

As teachers have expectations of parental involvement, the school needs to effectively communicate these expectations, as well as provide the concerning appropriate literacy activities.

Communication! As simple as it may sound, it is the key to building a better understanding of and support for emergent literacy programs. Helping parents understand how children become readers and writers is one of the teacher's and the school administrator's most important missions (Enz, 1995, p. 168).

Even with the nation's attention to children's recreational reading development, schools need to provide direction and encouragement so that parents know what to do (Au and Mason, 1989; Fredericks, 1989, p. 229).

With many new programs and constantly changing terminology, it is important that the teacher communicate information explaining the current reading concepts.

Since most parents are unfamiliar with emergent literacy research, it is essential that teachers, pro-actively communicate information about literacy development and the school's role in supporting children's growing understanding of reading and writing (Daily, 1991, p.172).

To help parents understand and support their children's emergent literacy efforts and teachers' classroom instruction, teachers should provide relevant information about the emergent literacy perspective and its classroom implications. (Enz, 1995, p. 168).

There are many demands placed upon teachers and trying to find the time that is required to implement a parental involvement program is often difficult.

The sheer magnitude of teachers' duties and responsibilities tend to dissuade many teachers from initiating a parental involvement program (Fredericks and Rasinski, 1989, p.84).

Teachers who do initiate a parental involvement program find much success and know that the benefits outweigh the amount of work involved.

Providing parents with a variety of opportunities to support and promote your whole language efforts will help guarantee the success of your program (Fredericks and Rasinski, 1990, p. 692).

Teachers who are successful at involving parents in their children's schoolwork are successful because they work at it (Smith, 1990, p. 19).

Parents and teachers working together will maximize student growth and promote positive student attitudes toward learning not only in reading but throughout the entire school curriculum.

This collaborative interaction means that teachers must share responsibility with parents. Accepting and working with parents and sharing the same goals and aspirations for children is a necessary first step in helping youngsters achieve reading competence (Fredericks and Rasinski, 1990, p. 692).

CHAPTER III

METHODOLOGY

Population and Sample

This handbook is developed for use by parents for students in grades K through 5. The population will include 8,618 students from South-Western City Schools and 33,278 from Columbus City Schools.

The specific sampling is of twenty-five first and second grade Title I parents from Dana Elementary School (Columbus City Schools) and twenty-nine fourth grade parents from Prairie Lincoln Elementary (South-Western City Schools).

Design

The design of the project is action research.

Instrumentation

The handbook is developed from information gathered from the following sources:

1. Professional journals
2. Professional textbooks
3. Writers' teaching experience
4. Teacher handbooks
5. Colleague conversations

6. Published educational documents
7. Computer search
8. School parent newsletters

Format

The project information is presented in handbook form. Included are suggested strategies and methods for parents to use with their children. A bibliography of developmentally appropriate literature will be a part of this handbook.

CHAPTER IV

A HANDBOOK FOR PARENTS

Reading is a family affair

Activities for the whole family



Susan Goellrich
Janet Rosenthal

INTRODUCTION

Parents have an important role in helping their child become a successful reader. This handbook is developed to help you as a parent. It includes the following information:

I. An Introduction to Parent Involvement

An overview of ways in which parents can become involved in the education of their children.

II. Parent and Child Activities

A collection of activities for parents to use with their children.

III. Bibliography (suggested readings)

A collection of books and magazines to help parents and children in their selection of quality literature.

CHAPTER 1

AN INTRODUCTION TO PARENT INVOLVEMENT

All parents have a responsibility to become involved in their child's education. As a parent, it is often difficult to know how or when to become involved. Listed below are three simple suggestions to help get you started.

~BE A READER YOURSELF!

-As a parent you are one of the most important people in your child's world. Reading becomes important to the child because the most important person in the world reads. (Miller, 1986). Your child will imitate your interest (Weisbound, 1989). When parents read just for the fun of it, children view reading as a valued recreational home activity (Demos, 1987).

~LISTEN TO YOUR CHILD READ!

-It has been proven that whether or not parents hear their children read at home is the major factor in children's reading progress (Topping, 1987).

~READ TO YOUR CHILD!

-The simple practice of parents reading to their children can lead to children who learn to read before going to school and children in school who read above grade level (Padak, Rasinski, Dawson 1992).

-Do not stop reading aloud to your child after your child can read. Reading aloud forms an important bond between you and your child.

CHAPTER 2

PARENT AND CHILD ACTIVITIES

As a parent becomes involved in their child's education, they are always looking for easy and inexpensive ways to help their child. Listed below are some activities that won't cost a lot of money and use many items that are a part of everyday life.

1. ***Visit the library with your child often.*** Check with the library schedule for activities such as story hour and summer book clubs. Show your child the variety of things to read such as books on hobbies, animals, crafts, sports and famous people. You can borrow tapes with read along books. Get your child his/her own library card.
2. ***Have a reading time.*** Set aside an established reading time, perhaps just before bedtime (Extending bedtime a little if your child is reading in bed is a good motivator!). Provide a lamp close to your child's bed (Clip on lamps are great!).
3. ***Write letters to your child.*** Children love to read personal letters and this also can lead to their own letter writing. Children can also create birthday cards and write thank you notes.
4. ***Have magnetic letters on your refrigerator.*** Your child can practice making words as well as leaving messages to other family members.

5. ***Make a scrapbook of letters, words or topics.*** (hobbies, sports, movie stars, etc.).
6. ***Watch a story that has been made into a television show.***
A reasonable amount of television (around 10 hours per week) does not adversely effect reading skills. Shows such as Sesame Street or Reading Rainbow can enhance learning.
7. ***Make books with your child.*** Have plenty of supplies like paper, pencils, crayons, scissors, glue and markers around the house. Writing helps children learn relationships between letters and sounds.
8. ***Cook with your child.*** This can be a daily activity. Your child can help read recipes, food names and name brands.
9. ***Read parts of the newspaper with your child.*** Don't forget the comics.
10. ***Sing songs and rhymes together.*** The car is a great place to do this.
11. ***Get a subscription to a children's magazine.*** This is a great birthday or holiday present. Suggest this to grandparents! The gift that just keeps on coming.
12. ***Take your child grocery shopping.*** The children can write and read grocery lists, sort coupons, read grocery ads, read signs in the grocery store. Grocery shopping experiences help your child see the importance of reading in everyday life.

13. ***Let your child open junk mail.*** Children are always excited to open mail, even junk mail.
14. ***Take your child on errands.*** Allow them to see print in their world. Read things such as signs for fast food restaurants, gas stations, stores and street signs. Don't forget those billboards, license plates and bumper stickers.
15. ***Make a telephone directory.*** Have your child make a telephone directory with the names and phone numbers of his or her friends.
16. ***Play a card game with your child.*** These can be fun and a good learning experience. Younger children enjoy the games of "Old Maid" and "Go Fish."
17. ***Use the newspaper.*** Find words in the newspaper to cut out and make sentences.
18. ***Keep a diary.*** Your child can write down what he/she does each day.
19. ***Write cartoon captions.*** Cut cartoons from the paper and let your child make his/her own captions. You can also cut comic strips apart and let him/her put them back in the right order.
20. ***Retell a story.*** After your child reads a book have them retell the story.

CHAPTER 3

BIBLIOGRAPHY (SUGGESTED READINGS)

It can be very overwhelming to walk into a library or book store and see the many books available as children's literature. The following collection of suggested readings is grouped into categories to help parents in the selection process.

PRIMARY - Grades K-2

Concept Books

Colors

Boynton, Sandra. (1984). Blue hat, green hat. New York: Little Simon.

Ehlert, Lois, (1989). Color zoo. New York: Harper Collins.

Kalan, Robert. (1978). Rain. New York: Greenwillow.

McMillan, Bruce. (1988). Growing colors. New York: Lothrop, Lee & Shephard.

Peek, Merle. (1985). Mary wore her red dress and Henry wore his green sneakers. New York: Clarion.

Stinson, Kathy. (1982). Red is best. Toronto: Annick.

Walsh, Ellen S. (1989). Mouse paint. San Diego: Hachette Brace Jovanovich.

Wood, Jakki. (1992). Moo moo, brown cow. San Diego: Hachette Brace Jovanovich.

Alphabet

Aylesworth, Jim. (1992). Old Black Fly. New York: Holt.

Ehlert, Lois. (1989). Eating the Alphabet. New York: Harcourt Brace Jovanovich.

Hoban, Tana. (1987). 26 letters & 99 cents. New York: Greenwillow.

Martin, Bill & Archambault, John. (1989). Chicka chicka, boom boom. New York: Simon & Schuster.

Pragoff, Fiona. (1985). Alphabet. New York: Doubleday.

Counting books, number books, rhymes, and poems

Anno, Mitsumasa. (1982). Anno's counting book. New York: Philomel Books.

Aylesworth, James. (1988). One crow. New York: Harper & Row Publishers.

Brown, Marc. ed. (1985). Hand rhymes. New York: E.P. Dutton.

Carle, Eric. (1981). The very hungry caterpillar. New York: Philomel Books.

Carter, David. (1988). How many bugs in a box? New York: Little Simon.

Crews, Donald. (1986). Ten black dots. New York: Greenwillow.

Cristelow, Eileen. (1991). Five little monkeys jumping on the bed. New York: Clarion Books.

Dunbar, Joyce. (1990). Ten Little Mice. Orlando, Fla.: Harcourt Brace Jovanovich.

Ehlert, Lois. (1990). Fish eyes. San Diego: Harcourt Brace Jovanovich.

Fleming, Denise. (1992). Count! New York: Holt.

- Gag, Wanda. (1977). Millions of cats. New York: Coward, McCann & Geoghegan.
- Gerstein, Mordicai. (1984). Roll over. New York: Crown.
- Hammond, Franklin. (1989). Ten little ducks. New York: Scholastic.
- Hutchins, Pat. (1982). One hunter. New York: Greenwillow Books.
- Inkpen, Mick. (1987). One bear at bedtime. Boston: Little, Brown.
- LeSieg, Theo. (1961). Ten apples up on top! New York: Random House.
- McGrath, Barbara. (1994). The m&m's counting book. Watertown, MA: Charlesbridge Publishing.
- McInnes, John. (1990). Ducks can't count. Watertown, Mass.: Charlesbridge Publishing.
- McMillan, Bruce. (1986). Counting wildflowers. New York: Lothrop, Lee & Shephard.
- McMillan, Bruce. (1989). Time to New York: Lothrop, Lee & Shephard.
- Pallotta, Jerry. (1992). The icky bug counting book. Watertown, Mass.: Charlesbridge Publishing.
- Peek, Merle. (1981). Roll over! New York. Clarion.
- Rees, Mary, (1988). Ten in a bed. Boston: Joy Street/Little Brown.
- Samton, Sheila W. (1991). Moon to sun. Honesdale, PA: Caroline House.
- Scarry, Richard. (1975). Richard Scarry's best counting book ever. New York: Random House.
- Sendak, Maurice. (1962). One was Johnny. New York: Harper & Row Publishers
- Seuss, Dr. (1960). One fish, two fish, red fish, blue fish. New York: Random House.

- Sheppard, J. (1990). The right number of elephants. New York: Harper & Row Publishers.
- Wadsworth, Olive. (1985). Over in the meadow. New York: Viking Penguin.
- Wildsmith, Brian. (1965). One, two, three. New York: Franklin Watts.
- Wood, Audrey & Wood, Don. (1991). Piggies. Orlando, Fla.: Harcourt Brace Jovanovich.
- Wylie, Joanne. (1984). A more or less fish story. Chicago: Children's Press.
- _____. (1985). How many monsters? Chicago: Children's Press.
- Ziefert, Harriet. (1985). A dozen dogs: a read-and-count story. New York; Random House.

Predictable Pattern Books

- Asch, Frank. (1977). Just like daddy. New York: Prentice Hall Books for Young Readers.
- Barrett, Judith. (1970). Animals should definitely not wear clothes. New York: Macmillan.
- Barton, Byron. (1979). Buzz, buzz, buzz. New York: Penguin.
- Brown, Margaret. (1947). Goodnight moon. New York: Live Oak Media.
- Burningham, John. (1984). Mr. Gumpy's outing. New York: Penguin.
- Campbell, Rod. (1982). Dear zoo. New York: Four Winds.
- Carle, Eric. (1984). The very busy spider. New York: Philomel Books.
- _____. (1981). The very hungry caterpillar. New York: Putnam Publishing Group.

- Cutts, David. (1979). House that Jack built. Mawhah, NJ: Troll Associates.
- Domanska, Janina. (1985). Busy Monday morning. New York: Greenwillow.
- Evans, Katie. (1992). Hunky dory ate it. New York: Dutton.
- Flack, Marjorie. (1986). Ask Mr. Bear. New York: Macmillan.
- Galdone, Paul. (1973). The three bears. New York: Scholastic.
- _____. (1975). The gingerbread man. New York: Seabury.
- _____. (1981). The three billy goats Gruff. Boston: Houghton Mifflin.
- _____. (1984). Henny Penny. Boston: Houghton Mifflin.
- _____. (1984). The three little pigs. Boston: Houghton Mifflin.
- _____. (1985). The little red hen. Boston: Houghton Mifflin.
- _____. (1986). The teeny-tiny woman. New York: Ticknor & Fields.
- Hellen, Nancy. (1988). The bus stop. New York: Orchard.
- Hill, Eric. (1980). Where's spot? New York: Putnam.
- Langstaff, John. (1973). Over in the meadow. New York: Harper & Row Jr. Books.
- _____. (1974). Oh, a-hunting we will go. New York: Macmillan.
- Martin, Bill. (1967). Brown bear, brown bear, what do you see? New York: Holt.
- Miller, Margaret. (1990). Who uses this? New York: Greenwillow.
- Miller, Margaret. (1991). Whose shoe? New York: Greenwillow.
- Schmidt, Karen. (1985). Gingerbread man. New York: Scholastic.
- Sendak, Maurice. (1986). Chicken soup with rice. New York: Scholastic.
- _____. (1984). Where the wild things are. New York: Harper & Row Jr. Books.
- _____. (1977). Seven little monsters. New York: Harper & Row.

- Shaw, Charles. (1947). It looked like split milk. New York: Harper & Row.
- Tafari, Nancy. (1988). Spots feathers & curly tails. New York: Greenwillow.
- _____. (1984). Have you seen my duckling? New York: Greenwillow.
- Van Laan, Nancy. (1987). The big fat worm. New York: Alfred A. Knopf.
- Wescott, Nadine. (1980). I know an old lady who swallowed a fly. Boston: Little, Brown.
- Wildsmith, Brian. (1986). All fall down. Topsfield, MA: Merrimack Publishing Circle.
- _____. (1986). Cat on the mat. Topsfield, MA: Merrimack Publishing Circle.
- Williams, Sue. (1989). I went walking. New York: Harcourt Brace Jovanovich.
- Zolotow, Charlotte. (1958). Do you know what I'll do? New York: Harper & Row Jr. Books.

INTERMEDIATE - Grades 3-5

Non-Fiction

Baker, Jeannie. (1995). The story of Rosy Dock. New York: Greenwillow.

Bernhard, Emery & Durga. (1995). Salamanders. New York: Holiday House.

Burleigh, Robert. (1991). Flight: The journey of Charles Lindbergh. New York: Philomel.

Cobb, Mary. (1995). The quilt-block history of pioneer days. New York: Millbrook Press.

Fritz, Jean. (1980). Where do you think you're going. Christopher Columbus. New York: Putnam.

_____. (1976). What's the big idea. Ben Franklin? New York: Coward, McCann & Geoghegan.

Ganeri, Anita. (1995). Prickly and poisonous. New York: Reader's Digest Kids Book.

Gibbons, Gail. (1995). Planet earth/ inside out. New York: Morrow Junior Books.

Hirschi, Ron. (1995). Dance with me. New York: Cobblehill books.

Hopping, Lorraine Jean. (1993). Wild weather: tornadoes. New York: Scholastic.

Lincoln, Margarette. (1995). The pirate's handbook. New York: Cobblehill Books.

Maestro, Betsy. (1993). The story of money. New York: Clarion.

_____. (1991). The discovery of the Americas. New York: Lothrop, Lee and Shepard.

- McMahon, Patricia (1993). Chi-Hoon: A Korean girl. Honesdale, PA:Boyd's Mill.
- Martin, James. (1993). Tenacles: The amazing world of the octopus, squid and their relatives. New York: Crown.
- Murphy, Jim. (1995). The great fire. New York: Scholastic.
- Nelson, Ray Jr. and Douglas Kelly. (1995). Greetings from America. New York: Beyond Words.
- Parsons, Alexandra. (1990). Amazing spiders. New York: Knopf.
- Patterson, Francine. (1985). Koko's kitten. New York: Scholastic.
- Pigdon, Keith, Woolley, Marilyn. (1989). Earthworms. Cleveland: Modern Curriculum Press.
- Rylant, Cynthia. (1992). Best wishes. Katonah, NY: Richard C. Owen.

Poetry

- Adoff, Arnold. (1977). Tornado! Poems. New York: Delecorate.
- Bruchac, Joseph. (1995). Earth under sky bear's feet. New York: Philomel.
- Cole, William. (1981). Poem stew. New York: Lippincott.
- de Regniers, Beatrice Schenk, ed. (1988). Sing a song of popcorn. New York: Scholastic.
- Esbensen, Barbara. (1995). Dance with me. New York: HarperCollins.
- Greenfield, Eloise. (1988). Nathaniel talking. New York: Writers and Readers.

- Greenfield, Eloise. (1978). Honey, I love and other love poems. New York: Crowell.
- Hopkins, Lee Bennett. (1995) . Been to yesterdays. New York:Boyds Mills Press.
- Hughes, Langston. (1995). The block. New York: Viking.
- Lewis, J. Patrick. (1996). Riddle-icious. New York: Knopf.
- Myers, Walter Dean. (1995). Glorious angels. New York: HarperCollins.
- Moore, Lillian. (1995). I never did that before. New York: Athrneum.
- Shields, Carol Diggory. (1995). Lunch money. New York: Dutton.
- Sierra, Judy. (1996). Good night dinosaurs. New York: Clarion Books.
- Silverstein, Shel. (1974). Where the sidewalk ends. New York: Harper & Row.
- Thomas, Joyce Carol. (1995). Gingerbread days. New York: HarperCollins.

Chapter books- fiction

- Babbitt, Natalie. (1975). Tuck everlasting. New York: Farrar, Strauss, and Giroux.
- Banks, Lynne Reid. (1981). The Indian in the cupboard. New York: Doubleday.
- Bauer, Marion Dane. (1986). On my honor. Boston: Houghton Mifflin.
- Buchanan, Doris. (1973). A taste of blackberries. New York: Crowell.
- Byars, Betsy. (1977). The pinballs. New York: Harper and Row.
- Cleary, Beverly. (1983). Dear Mr. Henshaw. New York: Morrow.
- _____ (1982). Ralph S. Mouse. New York: Morrow.

- Cleary, Beverly.(1981). Ramona Quimby, Age 8. New York: Morrow.
- Colver, Anne. (1964). Bread and butter Indian. New York: Holt, Rinehart and Winston.
- Dahl, Roald. (1975). Danny the champion of the world. New York: Knopf.
- Dorris, Michael. (1992). Morning girl. New York: Hyperion.
- Fleischman, Sid. (1986). The whipping boy. New York: Greenwillow.
- Gardiner, John R. (1980). Stone Fox. New York: Crowell.
- George, Jean Craighead. (1975). My side of the mountain. New York: Dutton.
- Howe, James and Deborah. (1971). Bunnicula. New York: Atheneum.
- Hurwitz, Johanna. (1990). Class president. New York: Morrow.
- _____ (1987). Class clown. New York: Morrow.
- Kidd, Diana. (1989). Onion tears. New York: Orchard.
- Lewis, C. S. (1950). The lion, witch, and the wardrobe. New York: Macmillan.
- L'Engle, Madeleine. (1962). A wrinkle in time. New York: Farrar, Strauss.
- Lowry, Lois. (1989). Number the stars. Boston: Houghton Mifflin.
- _____ (1979). Anastasia Krupnik. Boston: Houghton Mifflin.
- MacLachlan, Patricia. (1985). Sarah, plain and tall. New York: Harper & Row.
- Miles, Miska. (1971). Annie and the old one. New York: Little, Brown.

- Mills, Claudia. (1990). Dynamite Dinah. New York: Macmillan.
- Naylor, Phyllis Reynolds. (1991). Shiloh. New York: Atheneum.
- Norton, Mary. (1953). The Borrowers. San Diego: Harcourt Brace Jovanovich.
- Park, Barbara. (1982). Skinnybones. New York: Knopf.
- Patterson, Katherine. (1977). Bridge to Terabithia. New York: Crowell.
- Schlein, Miriam. (1990). The year of the panda. New York: Crowell.
- Sota, Gary. (1992). The skirt. New York: Delecorte.
- Stolz, Mary. (1991). Go fish. New York: Harper Collins.
- Thomas, Jane Resh. (1981). The comeback dog. Boston: Houghton Mifflin.
- Walsh, Jill Paton. (1982). The green book. New York: Farrar, Straus & Giroux.

Citizenship themes

- Avi. (1994). The barn. New York: Orchard Press.
- Bunting, Eve. (1994). A day's work. New York: Clarion Press.
- Bunting, Eve. (1991). Fly away home. New York: Clarion Press.
- Bunting, Eve. (1988). How many days to America? A Thanksgiving story. New York: Clarion Press.
- Cohen, Barbara. (1983). Molly's Pilgrim. New York: Lathrop.
- Ende, Michael. (1993). The neverending story. New York: Puffin Books.

Ferguson, Alane. (1990). Cricket and the crackerbox kid. New York: Macmillan.

Naylor, Phyllis Reynolds. (1988). One of the third-grade thonkers. New York: Macmillan.

Polacco, Patricia. (1994). Pink and say. New York: Philomel.

Folk tales/ Fairy tales

Hamilton, Virginia. (1985). The people could fly. New York: Knopf.

Haviland, Virginia. (1994). Favorite fairy tales told in England. New York: Beech Tree.

Louie, Ai Ling. (1982). Yeh Shen: A Cinderella story from China. New York: Philomel.

San Souci, Robert D. (1995). The faithful friend. New York: Simon & Schuster.

Scieszka, Jon. (1991). The frog prince continued. New York: Viking.

Stevens, Janet. 1995). Tops & bottoms. New York: Harcourt, Brace & Co.

Magazines

Boodle - Magazine for kids by kids
P. O. Box 1049
Portland, IN 47371

Cobblestone - History magazine for young people
Cobblestone Publishing, Inc.
7 School Street
Peterborough, NH 03458-1454

Crayola Kids Magazine
P. O. Box 400425
Des Moines, IA 50347-0425

National Geographic World
National Geographic Society
P. O. Box 98178
Washington, D. C. 20078-9801

Sesame Street - Ages 2-6
Kid City - Ages 6 - 10
3,2,1 Contact Magazine - Ages 8 through 12
E=MC Square
P.O. Box 51177
Boulder, CO 80322-1177

Scienceland
501 Fifth Ave. Ste 2108
New York, NY 10017-6165

Sports Illustrated for Kids
P.O. Box 830741
Birmingham, AL 35283-1741

Ranger Rick - Ages 6 - 15
National Wildlife Federation
1400 Sixteenth St. NW
Washington, D.C. 20078 - 6420

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Research has shown that parents play an important role in the development of their child's reading success and habits. Many parents are unaware of practices and techniques that will encourage and foster reading. Given some guidance, parents are eager to work with the teacher to support their child's reading program.

The intent of this study was to develop a handbook for use by parents of primary and intermediate students to guide them in working with their children in reading.

An extensive review of literature from 1987 to 1995 was completed. Books and professional journals were used in this review. The researchers' classroom experience as well as parental experience influenced the development of this handbook.

The handbook contains the following three sections:

- Introduction to Parent Involvement
- Parent and Child Activities
- Bibliography - suggested readings for primary and intermediate students

Conclusions and Recommendations

Parental involvement and modeling are critical factors in a child's reading success. Parents must be educated as to the important role they play in their child's education. There are many ways parents can help that are simple and involve everyday activities. It is up to the teacher to educate and motivate parents in their school community by sharing ways of implementing these activities.

This handbook was developed to be used in a variety of ways. Curriculum night, parent-teacher conferences, and parenting workshops are excellent opportunities to share this information. It would be inappropriate to pass out the handbook without any guidance.

It is our hope that parents and teachers find this handbook beneficial and that through the use of the handbook parents will become partners in the education of their child.

The authors make the following recommendations:

1. There is a lack of materials available for parents. The materials that are available are found in professional journals which most parents do not have access to.
2. There needs to be more research in the area of middle school and high school parental involvement in the reading process.

BIBLIOGRAPHY

- Binkley, Marilyn R., and Others. (1988). Becoming a nation of readers: What parents can do. ERIC Reproduction Service, ED 289 160.
- Chenfeld, Mimi. (1978). Teaching language arts creatively. New York: Harcourt, p. 211.
- Cutting, Brian. (1989). Getting started in whole language. Bothel, WA: The Wright Group, p. 15.
- Daily, K. A. (1991). Writing in kindergarten: Helping parents understand the process. Childhood education, 3, 170 - 175.
- Enz, B. J. (October 1995). Strategies for promoting parental support for emergent literacy programs. The reading teacher, 508-512.
- Fredericks, A.D., Rasinski, T. V., (May, 1990). Whole language and parents: natural partners. The reading teacher, 692.
- Fredericks, A. D., Rasinski, T. V., (February, 1988). Sharing literacy: Guiding principals and practices for parental involvement. The reading teacher, 508-512.
- Henderson, A. T. (1988). Parents are a school's best friends. Phi Delta Kappan, 70, 84.
- Jenkins, et all, South-Western City School District.
- Maring, G. H. and Magelky, J. (April 1990). Effective communication: Key to parent/community involvement. The reading teacher, 606-607.

Padak, N., Rasinski, T. and Dawson, B. (Fall 1992). Toward effective family literacy programs. Ohio reading teacher, 5-9.

Rasinski, T. V., Fredericks, A. D. (February 1988). Sharing literacy: Guiding principals for parental improvement. The reading teacher, 508-512.

Smith, C. B. (January 1990). Involving parents in reading development. The reading teacher, 332

Smith, C. B. (October 1988). The expanding role of parents. The reading teacher, 68-69.

Topping, K. (March 1987). Paired reading: A powerful technique for parent use. The reading teacher, 609-613.

Weaver, C. (1994). Understanding Whole Language. N. H. : Heinemann , p. 97.

Webster (1958). Webster's new world dictionary. p. 1229.

Wepner, S.B., Caccavale, P.P. (1991). Project CAPER (Children And Parents Enjoy Reading: A case study. Reading Horizons. 228-237.